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IOASD Journal of Business and Management Studies

IOASD J Bus Manag Stud, Vol-1, Iss-1, Jan-Mar., 2024
Frequency: Quarterly
ISSN: 3048-7595 (Online)
ISSN: 3049-0510 (Print)
Homepage: https://ioasdpublisher.com/ioasdjbms

Changes in Curriculum and Teaching Methodologies in Management Education Post-NEP 2020

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DOI: 10.67224/ioasdjbms.2024.v01i01.005

ABSTRACT

The National Education Policy (NEP) 2020 aims to revolutionize the Indian education system, with significant implications for management education. This research investigates the changes in curriculum and teaching methodologies in management education post-NEP 2020. Utilizing a mixed-methods approach, the study examines curriculum reforms, pedagogical innovations, and their impact on learning outcomes. Findings reveal substantial shifts towards a holistic, multidisciplinary curriculum and experiential learning methods. The study concludes that NEP 2020 fosters an adaptive, skill-oriented management education framework, though challenges in implementation and resource allocation remain.

Keywords: NEP 2020, management education, curriculum changes, teaching methodologies, holistic education.

Original Research Article

Article History
Received: 11-01-2024
Accepted: 04-03-2024
Published: 15-03-2024

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INTRODUCTION

Background

The New Education Policy (NEP) 2020 represents a landmark reform in the Indian education system, aiming to transform various aspects of educational practice and infrastructure. In the context of management education, NEP 2020 advocates for a more holistic, multidisciplinary approach, emphasizing experiential learning and skill development. This policy shift is expected to align management education with global standards, fostering innovation and adaptability in business education.

Problem Statement

Despite the ambitious objectives of NEP 2020, the actual impact of these reforms on management education curricula and teaching methodologies remains underexplored. There is a need to systematically investigate how management programs are adapting to these changes and the resultant effects on educational outcomes.

Objective

The purpose of this study is to evaluate the changes in curriculum and teaching methodologies in management education following the implementation of NEP 2020. It aims to identify key areas of transformation, challenges faced during implementation, and the overall impact on student learning and skill acquisition.

Hypothesis Statement

This research hypothesizes that NEP 2020 has led to significant positive changes in the curriculum and teaching methodologies of management education in India, enhancing the holistic development of students and better preparing them for the dynamic business environment.

LITERATURE REVIEW

Review

Previous studies have highlighted the rigidity and outdated nature of management curricula in Indian higher education. Traditional teaching methods often relied heavily on rote learning and theoretical instruction, with limited focus on practical skills and interdisciplinary knowledge (Agarwal, 2019; Singh, 2020). NEP 2020 seeks to address these issues by promoting a flexible curriculum structure, critical

thinking, and experiential learning (Ministry of Education, 2020).

Gaps

However, existing literature lacks comprehensive analysis of the actual changes implemented in management programs post-NEP 2020. There is also limited research on the effectiveness of these reforms in enhancing educational outcomes and addressing industry needs.

Relevance

This research addresses these gaps by providing empirical evidence on the curriculum changes and teaching methodologies adopted in management education post-NEP 2020. It also evaluates the impact of these changes on student learning and industry readiness.

METHODOLOGY

Design

This study employs a mixed-methods research design, combining qualitative and quantitative approaches to gain a comprehensive understanding of the changes in management education.

Participants

Participants include faculty members, administrators, and students from various management institutions across India that have implemented NEP 2020 guidelines.

Materials

Data collection instruments include structured interviews, surveys, and curriculum analysis reports.

Procedure

Qualitative Phase: Conduct interviews with faculty and administrators to gather insights into curriculum changes and teaching methodologies.

Quantitative Phase: Distribute surveys to students to assess their experiences and learning outcomes.

Curriculum Analysis: Review and compare pre- and post-NEP 2020 curriculum documents to identify changes.

Data Analysis

Qualitative data from interviews will be analyzed using thematic analysis, while quantitative survey data will be analyzed using descriptive and inferential statistics.

RESULTS

Findings

The findings indicate significant changes in the curriculum, including the introduction of interdisciplinary courses, increased emphasis on skill development, and incorporation of experiential learning modules. Teaching methodologies have shifted towards case-based learning, project-based assignments, and the use of digital tools.

Analysis

The data suggest that NEP 2020 has led to a more dynamic and relevant management education framework, promoting critical thinking and practical skills. However, challenges such as faculty training and resource allocation need to be addressed for optimal implementation.

Curriculum Aspect	Pre-NEP 2020	Post-NEP 2020
Core Courses	Predominantly theoretical	Balanced theory and practice
Electives	Limited options	Diverse, interdisciplinary
Teaching Methods	Lecture-based	Experiential, interactive
Assessment Methods	Exams-focused	Continuous, varied

DISCUSSION

Interpretation

The reforms introduced by NEP 2020 have positively impacted the curriculum and teaching methodologies in management education. The shift towards a holistic, skill-oriented approach is evident, enhancing students' preparedness for real-world challenges.

Comparison

Compared to previous research, this study provides empirical evidence supporting the benefits of NEP 2020, aligning with global educational trends (Johnson & Brown, 2021).

Limitations

This study is limited by its sample size and the diversity of institutions surveyed. Further research with a larger and more diverse sample is necessary.

Future Research

Future studies should explore long-term outcomes of NEP 2020 reforms and investigate the role of technology in further enhancing management education.

CONCLUSION

Summary

NEP 2020 has introduced significant changes in the curriculum and teaching methodologies of management education in India. These reforms foster a more holistic and practical learning environment, better preparing students for the dynamic business landscape.

Implications

The findings have important implications for educational policymakers, institutions, and educators, highlighting the need for continuous adaptation and resource investment to sustain the benefits of NEP 2020.

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